

**Level: 4PS**  
**School Year: 2024/2025**

**Teacher: Gourari Mohamed Ilyas**

## First Sequence Planning

Sequence 01: Family and Friends	Section 01: Family	Session 01	I Sing and .....	10 mn	<ul style="list-style-type: none"><li>❖ Introduce family members (Family relationship, name, age, occupation, place of residence).</li></ul>	<b>Teaching materials:</b> <ul style="list-style-type: none"><li>❖ Videos, songs, cartoons, posters, pictures, short stories, etc.</li></ul> <b>Key vocabulary:</b> <ul style="list-style-type: none"><li>❖ <b>Numbers:</b> (11-30).</li><li>❖ <b>Names of family members:</b> (family &amp; extended family).</li><li>❖ <b>Jobs:</b> (-er, -or, -ist).</li></ul>						
			I Listen &	35 mn								
		Session 02	I Read and	45 mn	<ul style="list-style-type: none"><li>❖ Recognize simple words in familiar context using phonemic awareness.</li><li>❖ Read words containing the sounds: /i/ vs /i :/.</li><li>❖ Identify the sounds: /i/ vs /i :/.</li></ul>	<b>Phonics (Sound and Spelling)</b> <ul style="list-style-type: none"><li>❖ The sounds: /i/ vs /i:/.</li></ul>						
		Session 03	I Read and Enjoy	45 mn	<ul style="list-style-type: none"><li>❖ Read a very short text of about 30 words related to the topic using decoding strategies.</li></ul>	<b>Reading</b> <ul style="list-style-type: none"><li>❖ A very short text related to the topic</li></ul>						
		Session 04	I Read and Write	45 mn	<ul style="list-style-type: none"><li>❖ Copy words and sentences using connected handwriting (cursive).</li><li>❖ Complete a form appropriately.</li><li>❖ Apply the features of correct handwriting.</li></ul>	<b>Handwriting</b> <ul style="list-style-type: none"><li>❖ Connected handwriting (cursive).</li><li>❖ Capital letters.</li><li>❖ Punctuation.</li></ul>						
		Session 05	I Play Roles	45 mn	<ul style="list-style-type: none"><li>❖ Ask and answer questions about family members (name, age, occupation).</li><li>❖ Act a scene out.</li></ul>	<b>Grammar</b> <ul style="list-style-type: none"><li>❖ Present simple: to be-to live-to have/ personal pronouns/ possessive adjectives/ Articles: a- an/ preposition: in /Wh questions: who, how old, what / Yes - no questions: Do-does? Is - are?</li></ul> <b>Suggested communicative situation</b> <table><tr><td>• Who is it?</td><td>• It's my cousin, Ahmed.</td></tr><tr><td>• How old is he?</td><td>• He is 25.</td></tr><tr><td>• Is he a teacher?</td><td>• No, he is a journalist.</td></tr><tr><td>• Does he live in Algiers?</td><td>• No, he lives in Tlemcen.</td></tr></table>	• Who is it?	• It's my cousin, Ahmed.	• How old is he?	• He is 25.	• Is he a teacher?	• No, he is a journalist.
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Sequence	Section	Session			Communicative objective	Procedures/Resources
Sequence 01: Family and Friends	Section 02: Friends	Session 01	I Sing and Listen	10 mn	<ul style="list-style-type: none"> <li>Introduce friends/ e-pals (Name, age, occupation, nationality, place of residence, language).</li> <li>Name countries and nationalities.</li> </ul>	<b>Teaching materials:</b> <ul style="list-style-type: none"> <li>Videos, songs, cartoons, posters, pictures, short stories, etc.</li> </ul> <b>Key vocabulary:</b> <ul style="list-style-type: none"> <li>Numbers (11-30).</li> <li>Languages.</li> <li>Names of countries. / Nationalities.</li> </ul>
			I Listen	35		
		Session 02	I Read and Listen	45 mn	<ul style="list-style-type: none"> <li>Recognize simple words in familiar context using phonemic awareness.</li> <li>Read words containing the sounds: /ʃ/ vs /tʃ/.</li> <li>Identify the sounds: /ʃ/ vs /tʃ/.</li> </ul>	<b>Phonics (Sound and Spelling)</b> <ul style="list-style-type: none"> <li>The sounds: /ʃ/ vs /tʃ/.</li> </ul>
		Session 03	I Read and Listen	45 mn	<ul style="list-style-type: none"> <li>Read a very short text of about 30 words related to the topic using decoding strategies.</li> </ul>	<b>Reading</b> <ul style="list-style-type: none"> <li>A very short text related to the topic</li> </ul>
		Session 04	I Read and Write	45 mn	<ul style="list-style-type: none"> <li>Copy words and sentences using connected handwriting (cursive).</li> <li>Complete a form appropriately.</li> <li>Apply the features of correct handwriting.</li> </ul>	<b>Handwriting</b> <ul style="list-style-type: none"> <li>Connected handwriting (cursive).</li> <li>Capital letters.</li> <li>Punctuation.</li> </ul>
		Session 05	I Play Roles	45 mn	<ul style="list-style-type: none"> <li>Ask and answer questions about family members (name, age, occupation).</li> <li>Act a scene out.</li> </ul>	<b>Grammar</b> <ul style="list-style-type: none"> <li>Present simple: to be-to live-to have-to speak/Personal pronouns/Possessive adjectives/Adjectives of nationality: -sh, -ch, -an, -ian, -ese/Preposition: in, from.</li> <li>Wh questions: who, what, how old, where..from?/ Yes - no questions: Is/ are... ?Do/does ...?</li> </ul> <b>Suggested communicative situation</b> <ul style="list-style-type: none"> <li>This is my e-pal. <span style="float: right;">Great! What's his/her name?</span></li> <li>His name is Jack. <span style="float: right;">Is he French?</span></li> <li>No, he is English. He lives in England. <span style="float: right;">How old is he?</span></li> <li>He is 9 (nine)/ nine years old.</li> </ul>